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ABSTRACT

In January 1997 the Institutional Research Council of the Connecticut Community-Technical Colleges was charged with developing a model for measuring system performance of the colleges. This document reflects Phase I of the process. Effective institutional research (IR) looks at resources, processes, and outputs for learners, programs, the institution, and other stakeholders as well as the interaction among them. This model better enables IR to move beyond "bean counting" to a comprehensive understanding of the college it supports. IR does this by systematically investigating how resources and processes affect outputs at the various levels of the college and/or system. The council identified 15 system performance categories: (1) mission and purposes; (2) planning and evaluation; (3) organization and governance; (4) programs and instruction; (5) faculty and staff; (6) student services; (7) library and information resources; (8) physical resources; (9) financial resources; (10) public disclosure; (11) integrity; (12) transfer; (13) career preparation; (14) community service; and (15) access. As the strategic planning process evolves, strategic goals will replace them. Under each performance category, numerous indicators of success are used. An example of indices of success for student services is the sensitiveness to the non-academic needs of its students and recognition that their educational experience consists of an academic component and interrelated developmental opportunities provided through a co-curricular program of student services. (JA)

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A Resource List of Success Indicators

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Chapter 1

Connecticut Community-Technical Colleges Institutional Research Council

Executive Summary

On January 16, 1997, the Institutional Research Council of the Connecticut Community-Technical Colleges was charged with developing a model for a "temperature check" of system performance (Indices of System Success). This document reflects Phase I of that process.

The process began by reviewing a model of effective Institutional Research (Moore & Knight, 1997) adapted to more closely fit a two-year college system (see Figure 1, next page). Effective institutional research (IR) looks at resources, processes, and outputs for learners, programs, the institution, and other stakeholders as well as the interaction among them. Often IR focuses on the outer elements, the resources and output components. This model advocates an increased emphasis on the process component. The model attempts to flush out what has often been a great leap of faith between resources and outputs by looking at not only what those relationships are, but also why they exist. In this way IR is able to move beyond "bean counting" to a comprehensive understanding of the college and/or system it supports.

On the Learner line, resources refer to what a student brings to an institution. Processes refer to a learner's involvement with educational activities. Learner outputs refer to learning and developmental outcomes.

On the Program line, resources refer to those items an institution requires for program effectiveness and efficiency. Program processes refer to administrative processes that support programs. Program outputs refer to program outcomes.

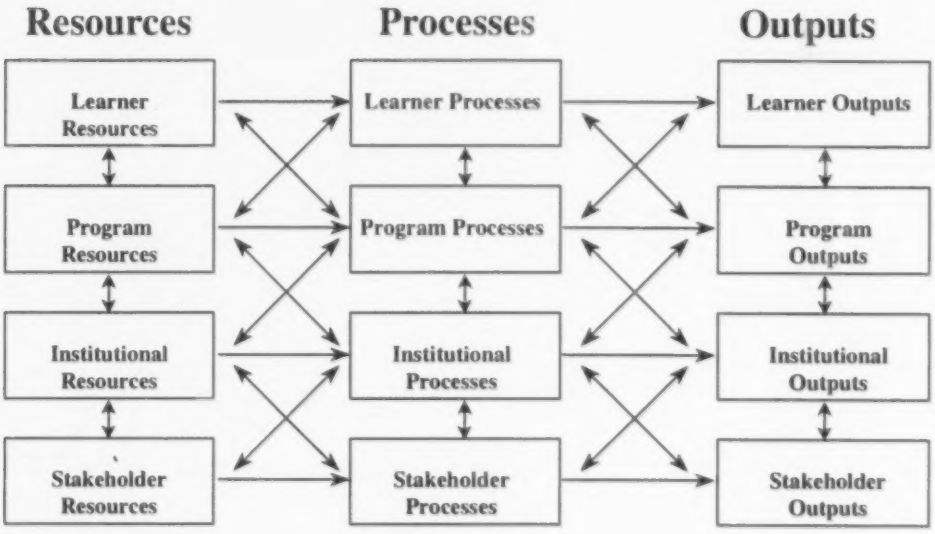
On the Institutional line, resources refer to those items required for an effective and efficient collage and/or system. Processes refer to any administrative process in support of the institution. Outputs refer to institutional outcomes.

On the Stakeholder line, resources refer to those items, which make up the local, state, national, and global communities that the college and/or system services. Processes refer to any administrative or political process that affect the college and/or system. Outputs refer to stakeholder outcomes; how the college and/or system affect the varying levels of community.

As stated before, this model better enables IR to move beyond "bean counting" to a comprehensive understanding of the college it supports. IR does this by continuously and systematically investigating: How do resources and processes affect outputs at the various levels of the college and/or system?

Figure 1

Effective Institutional Research



This conceptual model of Institutional Research forms the foundation for selecting indicators of college and/or system success.

The council next identified 15 system performance categories, which evolve from the NEASC standards for accreditation and the Mission Statement of the Connecticut Community-Technical College system. These categories (see Figure 2, next page) are temporary. As the strategic planning process evolves, strategic goals will replace them. Detailed standards/descriptions for the 15 performance categories are found in Chapter 3 of this document.

Figure 2

System Performance Categories

* Mission & Purposes
* Organization & Governance
* Faculty & ** Staff
* Library & Information Resources
* Financial Resources
* Integrity
** Career Preparation
** Access
* Planning & Evaluation
* Programs & Instruction
* Student Services
* Physical Resources
* Public Disclosure
** Transfer
** Community Service

* Derived from NEASC Accreditation Standards

** Derived from CTC Mission Statement

Indicators of success for each of these categories were selected after reviewing models developed by NEASC, Onondaga Community College and the Maryland, North Carolina, and Ohio Community College Systems. A matrix outlining the 15 performance categories and their respective indices is presented in Chapter 2 of this document. These indices are only a partial representation of the NEASC and CTC System mission categories and can be added to where necessary. The IRC recommends a review by the various other system councils for this purpose (e.g, Dean's of Students, Academic Deans, etc.).

The indicators of success, like the performance categories, are also temporary and they are informational only. They are NOT meant to be evaluative. Evaluative indicators are derived from the goal statements stemming from strategic planning initiatives. As system-wide strategic planning evolves there is no doubt that some of the chosen indicators will be retained to measure progress toward strategic goals, however many more will be replaced with more appropriate indicators.

It is crucial to note that individual indicators are not true measures of effectiveness in the pursuit of a goal. Goals (and objectives) may have a "package" of indicators that when taken together, represent the progress of the institution. For example, a goal of "Increasing the quality of academic programs" might have several indicators such as percent of students passing licensing exams, student satisfaction with program, job placement rate, and employer satisfaction with graduates. Any one of these indicators might give an untrue picture of the program, due to uncontrolled influences such as the economy affecting the ability to obtain a job in the program's field.

Chapter 2

Connecticut Community-Technical Colleges Institutional Research Council

Indices of System Success

Performance Indicators

The matrix of the performance categories and their related indices is presented here. The matrix includes the categories, indices, sources, measures, and status (available or planned). The legend informs the reader as to the source of the index.

OCC	=Onondoga Community College
NC	=North Carolina
SI	=Strategic Indicators for Higher Education
OH	=Ohio Board of Regents
NEASC	=New England Association of Schools and Colleges
MY	=Maryland Higher Education Commission
IRC	=Institutional Research Council
CCSEQ	=Community College Student Experience Questionnaire

Indices of Success Category 1: Mission and Purposes

Mission and Purpose Indices	Source	Measure	Currently available	Planned
1. Periodic re-evaluation of content and pertinence of mission and purpose statements	NEASC	y/n	Y	
2. Assessment and Scanning results regularly used in planning and resource allocation to enhance efforts to achieve institutional purposes	NEASC	y/n	Y	

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Indices of Success Category 2: Planning and Evaluation

Planning and Evaluation Indices	Source	Measure	Currently available	Planned
1. Percent of programs reviewed	NC	%	Y	
2. Number of eligible programs accredited by external agencies	NC	#	Y	
3. Existence of a planning and evaluation system	IRC	y/n	Y	
4. Planning and evaluation is systematic, broad based, and interrelated to environment	IRC	y/n	Y	
5. Planning establishes priorities with objectives and strategies	IRC	y/n	Y	

Indices of Success Category 3: Organization and Governance

Organization and Governance Indices	Source	Measure	Currently available	Planned
The institution periodically evaluates the effectiveness of its system of governance using results for its improvement.	NEASC	y/n	Y	

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Indices of Success Category 4: Programs and Instruction

Programs and Instruction Indices	Source	Measure	Currently available	Planned
1. Number of graduates by program, degree type	NC	#	Y	
2. Number and percentage who transfer by entering cohort	NC	%,#		Y
3. Percent of drop-outs, stop-outs, non-completers	NC	%		Y
4. Number of new students by program	IRC	#	Y	
5. Number of new students by college	IRC	#	Y	
6. Percent of contact hours taught by FT faculty	OH	%	Y	
7. Performance on national licensure exams	OCC	%	Y	
8. Student Goal Attainment	OH	%		Y
9. Percent of Students on Dean's List	IRC	%	Y	

Indices of Success Category 5: Faculty and Staff

Faculty & Staff Indices	Source	Measure	Currently available	Planned
1. Participation in staff development programs	NC	%	Y	
2. Percent of faculty who are part-time, full-time	SI	%	Y	
3. Percent of FTE faculty who are women/minorities	SI	%	Y	
4. Ratio of FTE students to FTE faculty	SI	%	Y	
5. Number of student FTE per faculty	IRC	#	Y	
6. Faculty contact hour production	SI	%	Y	
7. Proportions of minorities and women employed by the college	OCC	%		Y

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Indices of Success Category 6: Student Services

Student Services Indices	Source	Measure	Currently available	Planned
1. Student Development	CCSEQ	%, #		Y
2. Number of students who seek counseling	IRC	#	Y	
3. Number of counselors per FTE student	IRC	#	Y	
4. Percent of students enrolled in career development courses	IRC	%	Y	
5. Number of students utilizing child care facilities	IRC	#	Y	
6. Number of community members utilizing child care facilities	IRC	#	Y	
7. Percent of students with work study jobs	SI	%	Y	
8. Is there an on going evaluation of student services (i.e., admissions, registration, student development, etc.)	IRC	y/n	Y	

Indices of Success Category 7: Library and Information Resources

Library and Information Resources Indices	Source	Measure	Currently available	Planned
1. Library meets American Library Association Standards	NC	y/n	Y	
2. Book and monograph volumes per FTE student	SI	#	Y	
3. Institution provides Internet access	IRC	y/n	Y	
4. Institution has access to a central wide-band computer network	IRC	y/n	Y	
5. Percent of staff offices with connections to the network	IRC	%	Y	
6. Percent of faculty offices with connections to the network	IRC	%	Y	
7. Percent of classrooms/labs with connections to the network	IRC	%	Y	
8. Institution has a formal policy for funding replacement computer equipment	IRC	y/n	Y	
9. Number of computer work stations in the library per student FTE	IRC	#	Y	
10. Number of computer work stations in the institution per student FTE	IRC	#	Y	

Indices of Success Category 8: Physical Resources

Physical Resources Indices	Source	Measure	Currently available	Planned
1. Deferred Maintenance	OCC	$		Y
2. New Construction	IRC	$		Y
3. Class size	OCC	Mean	Y	
4. Classroom and lab utilization	MY	%		Y

Indices of Success Category 9: Financial Resources

Financial Resources Indices	Source	Measure	Currently available	Planned
1. The institution's financial records clearly relate to its educational activities.	NEASC	y/n	Y	
2. The institution has in place appropriate internal mechanisms to evaluate its financial management	NEASC	y/n	Y	
3. Instructional expenditures as a percent of total current fund expenditures	SI	%	Y	
4. Instructional expenditures per FTE student	SI	$		Y
5. Academic support expenditures as a percent of total current fund expenditures	SI	%	Y	
6. Gifts as a percent of total gifts	SI	%	Y	
7. Percent of living alumni who have given at any time in past five years	SI	%	Y	
8. System funding/FTE	NC	$	Y	
9. Institutional cost per FTE	OCC	$		Y

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Indices of Success Category 10: Public Disclosure

Public Disclosure Indices	Source	Measure	Currently available	Planned
1. Through a systematic process of periodic review, the institution ensures that its publications are accurate and current.	NEASC	y/n	Y	
2. Crime rates are published and accessible to students	IRC	y/n	Y	
3. Graduation Rates are published and accessible to students	IRC	y/n	Y	
4. Facilities utilization	IRC	y/n		Y
5. Placement rates	IRC	y/n		Y

Indices of Success Category 11: Integrity

Integrity Indices	Source	Measure	Currently available	Planned
1. The institution periodically assesses the effectiveness of its ethical policies and procedures and demonstrates that mechanisms exist for the effective implementation of its principles.	NEASC	y/n	Y	
2. Published ethics policy	IRC	y/n	Y	

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Indices of Success Category 12: Transfer

Transfer Indices	Source	Measure	Currently available	Planned
1. GPA of transfer students after two semesters at Baccalaureate institution	NC	Mean		Y
2. Number of and enrollment in Cooperative Agreements with High Schools	NC	#	Y	
3. Percent of Tech Prep students enrolling in Community-Technical Colleges	NC	%	Y	
4. Number and percent of students in the CSU and UCONN systems who attended a community-technical college	NC	%,#		Y
5. Percent of student body transferring to a four-year institution.	IRC	%	Y	
6. FTE's in General Studies and Liberal Arts courses	OH	#	Y	
7. Number and type of formal or informal linkages between high schools, two-year colleges to improve readiness to do college level work.	OH	#	Y	
8. Percent of high school graduates from each service area high school who have enrolled in the past two years	IRC	%	Y	

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Indices of Success Category 13: Career Preparation

Career Preparation Indices	Source	Measure	Currently available	Planned
1. Rate of success on licensure exams	NC	%	Y	
2. Program completion rates of occupational degree programs	NC	%	Y	
3. Number of employers and trainees served by Business Services	NC	#		Y
4. Employer satisfaction with graduates	NC	#		Y
5. Employment status of graduates	IRC	#	Y	
6. Student FTE's in occupational degree and certificate programs	OH	#	Y	
7. Number of students who are pursuing non-degree goals and have been enrolled in the previous 12 months	OH	#		Y
8. Number of students who have completed occupational degree and certificate programs	OH	#	Y	

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Indices of Success Category 14: Community Service

Community Service Indices	Source	Measure	Currently available	Planned
1. Number of courses offered and students enrolled through community service (Avocational, practical skills, academic and recreational)	NC	#	Y	
2. Enrollment of senior citizens	NC	#	Y	
3. Support of community services (Use of facilitates by outside groups, support of civic and cultural activities.)	NC	#		Y
4. Number of student contact hours in noncredit courses and workshops contracted or arranged	OH	#	Y	
5. Student contact hours in professional certification and recertification in noncredit and continuing education units (CEU's)	OH	#	Y	
6. The number, type and frequency of cultural enrichment programs offered?	OH	#	Y	
7. The number and type of groups represented on the advisory boards? (minorities, business, professional, etc.)	OH	#	Y	

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Indices of Success Category 15: Access

Access Indices	Source	Measure	Currently available	Planned
1. Percent Enrollment of persons with disabilities	NC	%	Y	
2. Percent Enrollment of economically disadvantaged	NC	#		Y
3. Percent Enrollment of single parents	NC	#		Y
4. Percent Enrollment of nontraditional high school diploma earners	NC	#		Y
5. Number of students taking classes in locations other than "on campus" (e.g. work place classes)	IRC	#	Y	
6. Number of students taking classes through non-traditional means (e.g. distance learning, weekend classes)	IRC	#	Y	
7. Percent of students receiving financial aid and amount of aid compared to cost of attending	OCC	#	Y	
8. Percent of population in service area enrolled	OCC	#	Y	
9. Enrollment by program by gender and ethnicity	OCC	#	Y	
10. Ratio ethnic proportion in CTC to ethnic proportion in high schools of service area	OCC	%	Y	
11. Number of courses in developmental reading/writing and mathematics offered	IRC	#	Y	
12. Number of ESL courses offered	IRC	#	Y	
13. Student FTEs in courses offered after 4 PM on weekdays	OCC	#	Y	
14. Student FTEs in courses offered on weekends	OCC	#	Y	
15. Student FTEs in non-traditional course configurations	OCC	#	Y	
16. Annualized tuition and fees	OCC	$	Y	
17. Average amount of financial aid awarded to recipients	OCC	$	Y	
18. Total enrollment	OCC	#	Y	
19. Graduation Success Rates	OCC	%	Y	
20. Goal Attainment Rates	IRC	%		Y

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Chapter 3

Connecticut Community-Technical Colleges Institutional Research Council

Indices of System Success

Performance Categories

Indices of Success Category I: Mission and Purposes

1.1 The system has a mission and a set of purposes appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education. The mission of the system defines its distinctive character, addresses the needs of society and identifies the students it seeks to serve, and reflects both the system's traditions and its vision for the future. The system's purposes are concrete and realistic and, within the context of its resources, define its educational and other dimensions, including scholarship, research, and public service.

1.2 The system's mission and purposes are set forth in a concise statement that accurately delineates its character to the public it seeks to serve and provides a basis for evaluation of the system against Commission Standards. The statement is formally adopted by the Board of Trustees and appears in appropriate institutional publications.

1.3 The mission and purposes of the institution are accepted and widely understood by its trustees, faculty, and administration. They provide direction to the curricula and other activities. Specific objectives, reflective of the system's overall mission and purposes, are developed for the system's individual colleges.

1.4 Drawing upon its ongoing efforts to assess its effectiveness, the system periodically re-evaluates the content and pertinence of its statement of mission and purposes. The results are regularly used in planning and resource allocation to enhance its efforts to achieve system purposes.

Mission and Purpose Indices	Source	Measure	Currently available	Planned
1. Periodic re-evaluation of content and pertinence of mission and purpose statements	NEASC	y/n	Y	
2. Assessment and Scanning results regularly used in planning and resource allocation to enhance efforts to achieve institutional purposes	NEASC	y/n	Y	

Indices of Success Category 2: Planning and Evaluation

2.1 The system undertakes planning and evaluation appropriate to its needs to accomplish and improve the achievement of its mission and purposes.

2.2 Planning and evaluation are systematic, broad-based, interrelated and appropriate to its system circumstances. They involve the participation of individuals and groups responsible for the achievement of system purposes. The system allocates sufficient resources for its planning and evaluation efforts.

2.3 The system undertakes both short- and long-term planning, including candid and realistic analysis of internal and external opportunities and constraints. It responds to financial and other contingencies, establishes feasible priorities, and develops a realistic course of action to achieve identified objectives. System decision-making, particularly the allocation of resources, is consistent with planning priorities. The system systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness.

2.4 The institution evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives. Its evaluative procedures are appropriate and effective to addressing its unique circumstances. To the extent possible, evaluation enables the system to demonstrate through verifiable means its attainment of the purposes and objectives both inside and outside the classroom.

2.5 The system systematically applies information obtained through its evaluation activities to inform system planning, thereby enhancing system effectiveness especially as it relates to student achievement.

2.6 The system determines the effectiveness of its planning and evaluation activities on an ongoing basis. Results of these activities are used to revise and further enhance the system's implementation of its purposes and objectives.

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Planning and Evaluation Indices	Source	Measure	Currently available	Planned
1. Percent of programs reviewed	NC	%	Y	
2. Number of eligible programs accredited by external agencies	NC	#	Y	
3. Existence of a planning and evaluation system	IRC	y/n	Y	
4. Planning and evaluation is systematic, broad based, and interrelated to environment	IRC	y/n	Y	
5. Planning establishes priorities with objectives and strategies	IRC	y/n	Y	

Indices of Success Category 3: Organization and Governance

3.1 The institution has a system of governance that facilitates the successful accomplishment of its mission and purposes. Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, scholarship, and where appropriate research, and it assures provision of support adequate for the appropriate functioning of each organizational component.

3.2 The authority, responsibilities, and relationships among the governing board, administration, staff, and faculty are clearly described in a constitution, by-laws, or equivalent document, and in a table of organization that displays the actual working order of the institution. The board, administration, staff, and faculty understand and fulfill their reseptive roles as set forth in the institution's official documents. The institution's system of governance involves the participation of all appropriate constituencies and includes regular communication among them.

3.3 The governing board is ultimately responsible for the institution's quality and integrity. It is the legally constituted body that holds the property and assets of the institution in trust. The board has the authority to achieve institutional purposes. Its membership includes representation reflecting the public interest. The board has a clear understanding of the distinctive mission and purposes of the institution and ensures that they are realized. The board sets and reviews institutional policies and assures the institution's fiscal solvency. It appoints and delegates to the chief executive officer responsibility for the implementation and management of these policies. Utilizing the institutional governance structure, the board establishes and maintains productive channels of communication among its members and with the institutional community. Its role and functions are effectively carried out through appropriate committees and meetings.

3.4 The institution has a chief executive officer whose full-time or major responsibility is to the institution. The board delegates to the chief executive officer

and, as appropriate, other constituencies requisite authority and autonomy to manage the institution effectively and to formulate and implement policies compatible with the board's intentions. These policies are developed in consultation with appropriate constituencies. The chief executive officer manages and allocates resources in keeping with institutional purposes and objectives and assesses the effectiveness of the institution. In accordance with established institutional mechanism and procedures, the chief executive officer and the administration are appropriately responsive to the concerns, needs, and initiatives of faculty, students, other administrators, and staff.

3.5 In multi-campus systems, the division of responsibility and authority between the system office and the institution is clear, system policies and procedures are clearly defined and equitably administered.

3.6 Off-campus, continuing education, evening and week-end programs are clearly integrated and incorporated into the governance system of the institution.

3.7 The faculty assures the academic integrity of the institution's educational programs. Within the context of the institution's system of governance, the faculty is accorded the right and exercises its responsibility to provide a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to its area of responsibility and expertise.

3.8 The system of governance makes provisions for consideration of student views and judgments in those matters in which students have a direct and reasonable interest.

3.9 The institution periodically evaluates the effectiveness of its system of governance using the results for its improvement.

Organization and Governance Indices	Source	Measure	Currently available	Planned
The institution periodically evaluates the effectiveness of its system of governance using results for its improvement.	NEASC	y/n	Y	

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Indices of Success Category 4: Programs and Instruction

4.1 The institution's primary focus is the education of its students. The institution offers collegiate-level programs that lead to degrees in recognized fields of study and require at least one academic year to complete. The institution for which the associate's degree is the highest awarded offers at least one program in liberal studies or general studies. A program is defined as a curriculum of studies, however formulated that leads to a degree or other form of academic recognition.

4.2 The institution's programs are consistent with and serve to fulfill its mission and purposes. Each educational program demonstrates consistency through its goals, structure and content; policies and procedures for admission and retention; instructional methods and procedures, and the nature, quality, and extent of student learning and achievement. The institution provides sufficient resources to sustain and improve programs and instruction.

4.3 The institution clearly specifies and publishes degree objectives and requirements for each program. Such objectives include knowledge, intellectual skills, and methods of inquiry to be acquired in addition, if relevant to the program, objectives include creative abilities and values to be developed and specific career-preparation practices to be mastered. Programs have a coherent design and are characterized by appropriate breadth, depth, continuity, sequential progression, and synthesis of learning.

4.4 The institution undertakes academic planning and evaluation to achieve and, where possible, to enhance the achievement of program objectives. These activities are realistic and take into account stated goals and available resources. The institution allocates human, financial, and physical resources on the basis of its academic plans, needs, and objectives. It recognizes and takes account of the increased demands on resources made by programs offered at a higher degree level.

4.5 As part of its overall planning and evaluation, the institution develops, approves, administers, and periodically reviews its degree programs under established, clearly defined, and effective institutional policies which are demonstrably implemented by designated bodies with clearly established channels of communication and control. The faculty has a substantive responsibility for the design and execution of the curriculum. The evaluation of existing programs includes an assessment of their effectiveness and continued need. Additions and deletions of programs or courses are consistent with available resources, faculty expertise, student needs, and academic planning. Curricular planning and evaluation take into account the role of the multiple resources required for the development and improvement of academic programs.

4.6 When programs are eliminated or program requirements are changed, the institution makes appropriate arrangements for enrolled students so that they may complete their education with a minimum of disruption.

4.7 Programs and courses are designed to ensure an opportunity for reflection and for analysis of the subject matter. The institution offering programs and courses for abbreviated or concentrated time periods demonstrates that students completing these programs of courses acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods.

4.8 Courses and programs offered for credit off campus or through continuing education, evening or week-end divisions are consistent with the educational objectives of the institution. Such activities are integral parts of the institution and maintain the same academic standards as courses and programs offered on campus. They receive sufficient support for instructional and other needs. Students have ready access to appropriate learning resources. The institution maintains direct and sole responsibility for the academic quality of all aspects of all programs and assures adequate resources to maintain quality. On-campus faculty have a substantive role in the design and implementation of off-campus programs. In programs and/or courses that use special delivery systems (such as computers, newspapers, television, video or audio tape) appropriate opportunities are provided for students to question and discuss course content with faculty.

4.9 If the institution depends on resources outside its direct control (for example, classrooms, library resources), provision is made for a clear, fixed understanding of that relationship which ensures the reasonable continued availability of those resources. Clear descriptions of the circumstances and procedures for the use of such resources are readily available to students who require them.

4.10 Conferences, institutes, workshops, or other instructional or enrichment activities that are sponsored by the institution or carry its name are compatible with its purposes and are administered within its organizational structure. The institution assumes responsibility for the appropriateness and integrity of such activities.

4.11 The institution has the responsibility for the academic elements of all instructional programs and courses for which it awards institutional credit. These responsibilities include course content and the delivery of the instructional program; selection and approval of faculty, admission, registration, and retention of students; evaluation of prior learning and evaluation of student progress, including the awarding and recording of credit.

Undergraduate Degree Programs

4.12 Undergraduate degree programs are designed to give students a substantial and coherent introduction to the broad areas of human knowledge, their theories and methods of inquiry, plus in-depth study in at least one disciplinary or interdisciplinary area. Programs have an appropriate rationale, their clarity and order are visible in stated requirements in official publications and in student records. Curricula are appropriate, within the context of collegiate education, to the abilities and scholastic preparation of the students admitted to the programs.

4.13 While these criteria apply to all undergraduate programs, specific expectations for associate's and bachelor's degree programs as expressed through the Commission's accreditation processes, will reflect program degree level. Distinctions made in such expectations may concern such matters as the level, scope, and dimension of degree requirements, and expected outcomes.

4.14 Each undergraduate program includes a general education requirement and a major of concentration requirement. Curricula include requirements about the introductory level with appropriate prerequisites. Whenever possible, the institution also affords undergraduate students the opportunity to pursue knowledge and understanding through unrestricted electives. All undergraduate programs require the use of information resources in addition to course text and formal instruction.

4.15 The general education requirement is coherent and substantive, and it embodies the institution's definition of an educated person. the requirement informs the design of all general education courses, and provides criteria for its evaluation.

4.16 The general education requirement in each undergraduate program - general, specialized, or professional - ensures adequate breadth for all degree-seeking students by showing a balanced regard for what are traditionally referred to as the arts and humanities; the sciences including mathematics, and social sciences. General education requirements include offerings that focus on the subject matter and methodologies of these three primary domains of knowledge as well as on their relationships to one another.

4.17 The institution ensures that all undergraduate students complete one-third of their studies (the equivalent of twenty semester hours in an associate's degree program) in general education. If the institution offers any program which does not include at least one-third of its requirements in general education, it is able to demonstrate that the program meets the goals expressed in Paragraph 4.19 of this Standard. In no case, however, does the general education component of an undergraduate program constitute less than one-quarter of its degree requirements (the equivalent of fifteen semester hours in an associate's degree program).

4.18 The major or area of concentration affords the student the opportunity to develop knowledge and skills in a specific disciplinary or interdisciplinary area above the introductory level, through properly sequenced course work. Requirements for

the major or area of concentration are based upon clearly defined and articulated learning objectives, including a mastery of the knowledge, methods, and theories pertinent to a particular area of inquiry. Through the major or area of concentration, the student develops an understanding of the complex structure of knowledge germane to an area of inquiry and its interrelatedness to other areas of inquiry. For programs designed to provide professional training, an effective relationship exists between curricular content and current practice in the field of specialization. General studies associate's degree programs designed to provide the foundation for later specialization through transfer in baccalaureate programs are exempted from the requirement of this paragraph.

4.19 Graduates successfully completing an undergraduate program demonstrate competence in written and oral communication in English, the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning. They also demonstrate knowledge and understanding of scientific, historical and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind. In addition, graduates demonstrate an in-depth understanding of an area of knowledge or practice and of its interrelatedness with other areas.

Scholarship and Research

4.26 All faculty pursue scholarship, an activity fundamental to the achievement of institutional purposes. Scholarship includes the ongoing application, utilization, and dissemination of existing knowledge as well as creative activity both within and outside the classroom. Scholarship and instruction are integrated and mutually supportive.

4.27 Where compatible with the institution's purposes, research is undertaken. Research involves the creation, revision, or application of knowledge as undertaken by faculty and students. Physical and administrative resources together with academic services are adequate to support the institution's research commitment. Policies and procedures related to research, including ethical considerations, are established and clearly communicated throughout the institution. The faculty play a substantive role in the development and administration of research policies and practices.

4.28 Scholarship and research receive encouragement and support appropriate to the institution's purposes and objectives. Faculty and students are accorded the academic freedom to pursue scholarship and research.

Instruction

4.29 Instructional techniques and delivery systems are compatible with and serve to further the mission and purposes of the institution as well as the objectives of individual courses. Methods of instruction are appropriate to the students' capabilities and learning needs. Scholarly and creative achievement by students is encouraged and appropriately assessed. Students are taught by a variety of faculty in order to ensure experience in different methods of instruction and exposure to different viewpoints.

4.30 The institution endeavors to enhance the quality of teaching. It encourages experimentation with methods to improve instruction. The effectiveness of instruction is periodically and systematically assessed using adequate and reliable procedures; the results are used to improve instruction. Adequate support is provided to accomplish this task.

4.31 The institution provides support for faculty development opportunities directed toward enhancing the quality of teaching. Faculty take advantage of such opportunities and collectively and individually endeavor to fulfill their responsibility to improve instructional effectiveness.

4.32 The institution has in place an effective system of academic advising which meets student needs for information and advice and is compatible with its educational objectives. Faculty and other personnel responsible for academic advising are adequately informed and prepared to discharge their advising functions.

Admissions and Retention

4.33 The institution has an orderly and ethical program of admission which complies with the requirements of legislation concerning equality of educational opportunity. Its admission and retention policies and procedures are clear, consistent with its mission and purposes, and available to all students and prospective students through appropriate publications. It endeavors to develop a student body which as a whole is broadly representative of the population the institution wishes to serve.

4.34 Standards for admission ensure that student qualifications and expectations are compatible with institutional objectives. Individuals admitted demonstrate through their intellectual and personal qualifications a reasonable potential for success in the programs to which they are admitted. If the institution recruits and admits individuals with identified needs that must be addressed to assure their likely academic success, it applies appropriate mechanisms to address those needs so as to provide reasonable opportunities for that success. Such mechanisms receive sufficient support and are adequate to the needs of those admitted. The institution endeavors to integrate specifically recruited populations into the larger student body and to assure that they have similar academic experiences.

4.35 The institution with a policy of open admissions for undergraduates utilizes appropriate methods of evaluation to identify deficiencies and offers appropriate developmental or remedial support where necessary to prepare students for collegiate study. Such testing and remediation receive sufficient support and are adequate to serve the needs of students admitted.

4.36 If the institution accepts undergraduate transfer credit from other institutions, it applies policies and procedures which provide adequate safeguards to ensure that credit accepted reflects appropriate levels of academic quality and is applicable to the student's program. The institution does not erect barriers to the acceptance of transfer credit that are unnecessary to protect its academic quality and integrity, and it seeks to establish articulation agreements with institutions from which and to which there is a significant pattern of student transfer. Such agreements are made available to those students who are affected by them.

4.37 The institution accepts graduate credit in transfer only on a strictly limited basis to preserve the integrity of the degree awarded.

4.38 The evaluation of student learning or achievement and the award of credit are based upon clearly stated criteria that reflect learning objectives and are consistently and effectively enforced. They are appropriate to the degree level at which they are applied.

4.39 There is demonstrable academic content for all experiences for which credit is awarded. Credit awards are consistent with the course content. No credit toward graduation is awarded for pre-collegiate level or remedial work designed to prepare the student for collegiate study.

4.40 Credit for prior experiential or non-collegiate sponsored learning is awarded only at the undergraduate level. When credit is awarded on the basis of prior experiential or non-collegiate sponsored learning alone, student learning and achievement are demonstrated to be at least comparable in breadth, depth, and quality to the results of institutionally provide learning experiences. The policies and procedures for the award of credit for prior or experiential learning are clearly stated and available to affected students.

4.41 The institution specifies and publishes requirements for continuation in, termination from, or re-admission to its academic programs which are compatible with its educational purposes. Graduation requirements are clearly stated in appropriate publications and are consistently applied to the degree certification process. The degrees awarded accurately reflect student attainments.

Programs and Instruction Indices	Source	Measure	Currently available	Planned
1. Number of graduates by program, degree type	NC	#	Y	
2. Number and percentage who transfer by entering cohort	NC	%,#		Y
3. Percent of drop-outs, stop-outs, non-completers	NC	%		Y
4. Number of new students by program	IRC	#	Y	
5. Number of new students by college	IRC	#	Y	
6. Percent of contact hours taught by FT faculty	OH	%	Y	
7. Performance on national licensure exams	OCC	%	Y	
8. Student Goal Attainment	OH	%		Y
9. Percent of Students on Dean's List	IRC	%	Y	

Indices of Success Category 5: Faculty and Staff

5.1 The faculty's qualifications, numbers, and performance are sufficient to accomplish the institution's mission and purposes. It competently offers the institution's academic programs and fulfills those tasks appropriately assigned it.

5.2 The preparation and qualifications of all members of the faculty are suited to the field and level of their assignments. Qualifications are measured by advanced degrees held, evidence of scholarship, advanced study, creative activities, and relevant professional experience, training, and credentials.

5.3 The faculty is sufficiently numerous to carry out such functions in addition to instruction as student advising and academic planning and to participate appropriately in policy-making, course and curricular development, and institutional governance.

5.4 The institution employs an open and orderly process for recruiting and appointing its faculty members. Faculty participate in the search process for new members for the instructional staff. The institution observes pertinent legal requirements related to equal purposes, addresses its own goals for the achievement of diversity of race, gender, and ethnicity. Faculty selection reflects the effectiveness of this process and results in a variety of intellectual backgrounds and training. Each prospective faculty member is provided with a written contract that states explicitly the nature and term of the initial appointment and, when applicable, institutional considerations that might preclude or limit future appointments.

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5.5 Similarly, the institution publishes, makes accessible, and explains upon appointment the explicit criteria and procedures for the appointment, evaluation, advancement, and termination of academic support staff who are not members of the faculty but who have academic responsibilities. Such staff are appropriately qualified and are provided reasonable employment security. Salaries and benefits are consistent with the requirements of the positions. The institution provides appropriate opportunities for staff development.

5.6 Where graduate teaching assistants are employed, the institution carefully selects, trains, supervises and evaluates them.

5.7 Faculty are accorded reasonable contractual security for appropriate periods consistent with the institution's ability to fulfill its mission. The institution sets salaries and benefits at levels which ensure its continued ability to attract and maintain an appropriately qualified instructional staff of a quality consistent with the institution's mission and purposes.

5.8 Faculty assignments and workloads are consistent with the institution's mission and purposes. They are equitably determined to allow faculty members adequate time to provide effective instruction, advise and evaluate students, continue professional growth, and participate in scholarship, research, and service compatible with the mission and purposes of the institution. Faculty workloads are reappraised periodically and adjusted as institutional conditions change.

5.9 Faculty categories (e.g, full-time, part-time, adjunct) are clearly defined by the institution as is the role of each category in fulfilling the institution's mission and purposes. Should part-time or adjunct faculty be utilized, the institution has in place policies governing their role compatible with its mission and purposes and the Standards of the Commission. The faculty includes adequate numbers of individuals whose time commitment to the institution is sufficient to assure the accomplishment of classroom and out-of-classroom responsibilities essential for the fulfillment of institutional mission and purposes. It avoids undue dependence on part-time faculty, adjuncts, and graduate assistants to conduct classroom instruction.

5.10 In a faculty handbook or other written documents that are current and readily available, the institution clearly defines the responsibilities of faculty and the criteria for their recruitment, appointment, evaluation, and promotion. Such policies are equitable and compatible with the mission and purposes of the institution, they provide for the fair redress of grievances, and they are consistently applied and periodically reviewed.

5.11 The faculty are demonstrably effective in carrying out their assigned responsibilities. The institution employs effective procedures for the regular evaluation of faculty appointments, performance, and retention. the evaluative criteria reflect the mission and purposes of the institution and the importance it attaches to the various responsibilities of faculty members, e.g., teaching scholarship,

creative activities, research, and professional and community service. The institution has equitable and broad-based procedures for such evaluation, in which its expectations are stated clearly and weighed appropriately for use in the evaluative process.

5.12 The institution provides the faculty with substantial and equitable opportunities for continued professional development throughout their careers. Such opportunities are consistent with and enhance the achievement of the institution's mission and purposes. Faculty members accept the obligation to take advantage of these opportunities and take the initiative in ensuring their continued competence and growth as teachers, scholars, and practitioners.

5.13 The institution protects and fosters academic freedom for each member of the faculty regardless of rank or term of appointment.

5.14 The institution has mechanisms to ensure that faculty act responsibly and ethically, observe the established conditions of their employment, and otherwise function in a manner consistent with the mission and purposes of the institution.

Staff (this sub-section is added by the IRC and is not referenced by NEASC)

Although we need to recruit, retain, and continuously promote faculty development, the same holds for support staff. As a system, we need to move toward more equitable treatment in recognition that both groups serve equally vital roles in the development of our students.

The challenge to the system in this area will be difficult based on a long-standing system culture. I addition, we are competing with the private sector for skilled faculty and staff where, in many cases, salaries are higher and opportunities abound.

Faculty & Staff Indices	Source	Measure	Currently available	Planned
1. Participation in staff development programs	NC	%	Y	
2. Percent of faculty who are part-time, full-time	SI	%	Y	
3. Percent of FTE faculty who are women/minorities	SI	%	Y	
4. Ratio of FTE students to FTE faculty	SI	%	Y	
5. Number of student FTE per faculty	IRC	#	Y	
6. Faculty contact hour production	SI	%	Y	
7. Proportions of minorities and women employed by the college	OCC	%		Y

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Indices of Success Category 6: Student Services

6.1 The institution provides an environment which fosters the intellectual and personal development of its students consistent with its mission and purposes. It is sensitive to the non-academic needs of its students and recognizes that their educational experience consists of an academic component and interrelated developmental opportunities provided through a co-curricular program of student services. These services are guided by a philosophy, disseminated and reviewed on a regular basis, which is conducive to the development of a shared learning community and which prepares students to become responsible members of society.

6.2 In accordance with its mission and purposes, the institution in providing co-curricular services adheres to both the spirit and intent of equal opportunity and its own goals for diversity. It ensures that appropriate services and facilities are readily accessible to students in all programs in the institution, including members of historically under-represented, physically disabled, evening, part-time, commuter, and off-campus populations.

6.3 The institution systematically identifies the characteristics of learning needs of its student population and then makes provision for responding to them. It assists students to resolve personal, physical, and educational problems.

6.4 Student financial aid is provided through a well organized program. Awards are based on the equitable application of clear and publicized criteria. The program is subject to periodic audit.

6.5 The institution provides appropriate and effective orientation, academic advisement, career development and placement counseling, and relevant health education and access to professional health care, including psychological health care.

6.6 The institution supports opportunities for student leadership and participation in campus organizations and governance.

6.7 If appropriate to its mission and purposes, the institution provides adequate opportunities and facilities for both female and male students' recreational and athletic needs. If the institution offers intercollegiate athletics, they are conducted in a manner consistent with sound educational policy, with standards of integrity, and with the institution's purposes. The administration and faculty of the institution have responsibility for the control of these programs, including their financial aspects. Educational programs and academic expectations are the same for student athletes as for other students.

6.8 The institution ensures that individuals responsible for co-curricular activities are qualified by formal training, work experience, and personal qualities to represent needs of students effectively. Facilities and funding are adequate to implement the institution's student service policies and procedures.

6.9 The institution has identified, published widely, and implemented an appropriate set of clearly stated ethical standards to guide student service activities. Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.

6.10 The institution has policies regarding the kinds of information that will be included in the permanent record of students as well as policies regarding the retention, safety and security, and disposal of records. Its information release policies respect the rights of individual privacy, the confidentiality of records, and the best interests of students and the institution.

6.11 Through a program of regular and systematic evaluation, the institution determines whether the co-curricular goals and needs of the students are being met. Information obtained through this evaluation is used to revise these goals and improve their achievement.

Student Services Indices	Source	Measure	Currently available	Planned
1. Student Development	CCSEQ	%, #		Y
2. Number of students who seek counseling	IRC	#	Y	
3. Number of counselors per FTE student	IRC	#	Y	
4. Percent of students enrolled in career development courses	IRC	%	Y	
5. Number of students utilizing child care facilities	IRC	#	Y	
6. Number of community members utilizing child care facilities	IRC	#	Y	
7. Percent of students with work study jobs	SI	%	Y	
8. Is there an on going evaluation of student services (i.e., admissions, registration, student development, etc.)	IRC	y/n	Y	

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Indices of Success Category 7: Library and Information Resources

7.1 The institution makes available the library and information resources necessary for the fulfillment of its mission and purposes. These resources support the academic and research program and the intellectual and cultural development of students, faculty, and staff. Library and information resources may include the holdings and necessary services and equipment of libraries, media center, computer center, language laboratories, museums, and any other repositories of information required for the support of institutional offerings. The institution ensures that students use these resources as an integral part of their education.

7.2 Through the institution's ownership or guaranteed access, sufficient collections and services are readily accessible to students wherever programs are located or however they are delivered. These collections and services are sufficient in quality, level, diversity, quantity, and currency to support and enrich the institution's academic offerings. The institution provides facilities adequate to house the collections and equipment so as to foster an atmosphere conductive to inquiry, study, and learning among students, faculty, and staff.

7.3 The institution provides sufficient and consistent financial support for the effective maintenance and improvement of the institution's library and information resources. It makes provision for their proper maintenance and adequate security. It allocates resources for scholarly support services compatible with its instructional research programs and the needs of the faculty and students.

7.4 Professionally qualified and numerically adequate staff administer the institution's library and information resources. The institution provides appropriate orientation and training for use of these resources. Clear and disseminated policies govern access, usage, and maintenance of library and information resources.

7.5 The institution participates in the exchange of resources and services with other institutions and within networks as necessary to support and supplement its educational programs.

7.6 The institution regularly and systematically evaluates the adequacy and utilization of its library and information resources, and uses the results of the data to improve and increase the effectiveness of these services.

Library and Information Resources Indices	Source	Measure	Currently available	Planned
1. Library meets American Library Association Standards	NC	y/n	Y	
2. Book and monograph volumes per FTE student	SI	#	Y	
3. Institution provides Internet access	IRC	y/n	Y	
4. Institution has access to a central wide-band computer network	IRC	y/n	Y	
5. Percent of staff offices with connections to the network	IRC	%	Y	
6. Percent of faculty offices with connections to the network	IRC	%	Y	
7. Percent of classrooms/labs with connections to the network	IRC	%	Y	
8. Institution has a formal policy for funding replacement computer equipment	IRC	y/n	Y	
9. Number of computer work stations in the library per student FTE	IRC	#	Y	
10. Number of computer work stations in the institution per student FTE	IRC	#	Y	

Indices of Success Category 8: Physical Resources

8.1 The institution has sufficient and appropriate physical resources, including laboratories, materials, equipment, and buildings and grounds, whether owned or rented; these are designed, maintained, and managed at both on-and off-campus sites to serve institutional needs as defined by its mission and purposes. Classrooms, laboratories and other facilities are appropriately equipped and adequate in number and size. Proper management, maintenance, and operation of all physical facilities are accomplished by adequate and competent staffing.

8.2 Facilities are constructed and maintained in accordance with legal requirements to ensure access, safety, security, and a healthful environment with consideration for environmental and ecological concerns.

8.3 The institution undertakes physical resource planning which is linked to academic and student services and financial planning. It determines the adequacy of existing physical resources and identifies and plans the specified resolution of deferred maintenance needs. Space planning occurs on a regular basis as part of physical resource evaluation and planning, and is consistent with the mission and purposes of the institution.

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Physical Resources Indices	Source	Measure	Currently available	Planned
1. Deferred Maintenance	OCC	$		Y
2. New Construction	IRC	$		Y
3. Class size	OCC	Mean	Y	
4. Classroom and lab utilization	MY	%		Y

Indices of Success Category 9: Financial Resources

9.1 The institution is financially stable. Ostensibly financial stability is not achieved at the expense of educational quality. The institution's financial resources and sufficient to sustain the achievement of its educational objectives and to further institutional improvement now and in the foreseeable future. The institution reallocates resources as necessary to achieve its purposes and objectives. All or substantially all of the institution's revenue is devoted to the support of its educational purposes and programs. The institution has the ability to respond to financial emergencies and unforeseen circumstances.

9.2 The institution controls its financial resources and allocates them in a way which reflects its mission and purposes. Its stability and viability are not unduly dependent upon vulnerable financial resources or an historically narrow base of support. If an institution depends for its financial support on an external agency (state, church, or other private or public agency), the institution's governing board retains appropriate autonomy in all budget and financial planning matters. The institution demonstrates through verifiable internal and external factors its financial capacity to graduate its entering class.

9.3 The institution establishes and implements its budget after appropriate consultation with relevant constituencies in accord with realistic overall planning that provides for the appropriate integration of academic, student service, fiscal, development, and physical resource priorities to advance its educational objectives. All fiscal policies, including those related to investments, insurance, risk management, contracts and grants, transfers and inter-fund borrowing, fund-raising, and other institutional advancement and development activities, are clearly stated in writing and consistently implemented in compliance with ethical and sound financial practices.

9.4 The institution ensures the integrity of its finances through prudent financial management and organization, a well-organized budget process, appropriate control mechanisms, and timely financial reporting, providing a basis for sound financial decision making. The institution has and implements a realistic plan for addressing issues raised by the existence of any operating deficit.

9.5 The institution directs its fund-raising efforts toward the fulfillment of institutional purposes and conducts them in accordance with clear and complete

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policies that stipulate the conditions and terms under which gifts are solicited and accepted. The institution accurately represents itself and its capacities and needs to prospective donors and accurately portrays the impact that their gifts can reasonably be expected to have. Gifts are promptly directed toward donors' intentions.

9.6 The institution's financial records clearly relate to its educational activities. The financial resources and transactions of independent institutions are audited annually by an external auditor in accord with the generally accepted auditing standards for colleges and universities as adopted by the American Institute of Certified Public Accountants. When public institutions are, by law, audited by the state agency, an independent audit is not required except for any funds not subject to governmental audit. In either case, the audit is appropriately reviewed by the institution's administration and the resulting recommendations or conclusions are addressed by the institution's financial planning. The institution also has in place appropriate internal mechanisms to evaluate its financial management.

Financial Resources Indices	Source	Measure	Currently available	Planned
1. The institution's financial records clearly relate to its educational activities.	NEASC	y/n	Y	
2. The institution has in place appropriate internal mechanisms to evaluate its financial management	NEASC	y/n	Y	
3. Instructional expenditures as a percent of total current fund expenditures	SI	%	Y	
4. Instructional expenditures per FTE student	SI	$		Y
5. Academic support expenditures as a percent of total current fund expenditures	SI	%	Y	
6. Gifts as a percent of total gifts	SI	%	Y	
7. Percent of living alumni who have given at any time in past five years	SI	%	Y	
8. System funding/FTE	NC	$	Y	
9. Institutional cost per FTE	OCC	$		Y

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Indices of Success Category 10: Public Disclosure

10.1 In presenting itself to students and other members of the interested public, the institution provides information that is complete, accurate, and clear.

10.2 The institution has a current catalogue in which it describes itself consistent with its mission statement and sets forth the obligations and responsibilities of both students and the institution. While the catalogue is expected to include most or all of the authoritative information relative to admission and attendance, the institution may disclose some of that information through other official publications. All institutional publications, including tapes and film, and oral communications are consistent with catalogue content and fairly portray the conditions and opportunities available at the institution. The information provided is sufficient to allow students to make informed decisions about their education.

10.3 Appropriate publications contain the institution's mission, objectives, and expected educational outcomes; requirements and procedures and policies related to admissions and the transfer of credit; student fees, charges and refund policies; rules and regulations for student conduct; other items related to attending or withdrawing from the institution; academic programs, courses currently offered, and other available educational opportunities; and academic policies and procedures and the requirements for degrees or other forms of academic recognition.

10.4 Relevant publications also include a list of current faculty, indicated departmental or program affiliation, distinguished between those who have full-and part-time status, showing degrees held and the institutions granting them. The names of administrative officers, with their positions, and the names of members of the governing board are also included.

10.5 The institution clearly indicates those programs, courses, services, and personnel not available during a given academic year. It does not list as current any courses not taught for two consecutive years which will not be taught during the third consecutive year.

10.6 It publishes and makes readily available a description of the size and characteristics of the student body, the campus setting, those institutional learning and physical resources from which a student can reasonably be expected to benefit, and the range of co-curricular and non-academic opportunities available to students.

10.7 The institution has readily available valid documentation for any statements and promises regarding such matters as program excellence, learning outcomes, success in placement, and achievements of graduates or faculty.

10.8 The institution assures notice and ready availability on request of all its publications. It is also responsive to reasonable requests for information about itself. The institution provides notice as to the availability upon request of the institution's most recent audited financial statement or a fair summary thereof.

10.9 The institution's statement about its current accredited status are accurately and explicitly worded. An institution placed on probation by the New England Association discloses this status in its catalogue and recruitment materials as well as the availability of additional information on its probationary status.

10.10 Through a systematic process of periodic review, the institution ensures that its publications are accurate and current.

Public Disclosure Indices	Source	Measure	Currently available	Planned
1. Through a systematic process of periodic review, the institution ensures that its publications are accurate and current.	NEASC	y/n	Y	
2. Crime rates are published and accessible to students	IRC	y/n	Y	
3. Graduation Rates are published and accessible to students	IRC	y/n	Y	
4. Facilities utilization	IRC	y/n		Y
5. Placement rates	IRC	y/n		Y

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Indices of Success Category 11: Integrity

11.1 The institution subscribes to, exemplifies, and advocates high ethical standards in the management of its affairs and in all of its dealings with students, faculty, staff, external agencies and organizations, and the general public.

11.2 Truthfulness, clarity, and fairness characterize the institution's relations with all internal and external constituencies. Adequate provision is made to ensure academic honesty, privacy rights, and fairness in dealing with students, faculty, and staff. The institution's educational policies and procedures are applicable and equitably applied to all its students.

11.3 The institution is committed to the free pursuit and dissemination of knowledge. It assures faculty and students the freedom to teach and study a given field, to examine all pertinent data, to question assumptions, and to be guided by the evidence of scholarly research.

11.4 The institution observes the spirit as well as the letter of applicable legal requirements. It has a charter and/or other formal authority from the appropriate governmental agency authorizing it to grant all degrees it awards; it has the necessary operating authority for each jurisdiction in which it conducts activities; and it operates within this authority.

11.5 The institution adheres to non-discriminatory policies and practices in recruitment, admissions, employment, evaluation, and advancement. It fosters an atmosphere within the institutional community that respects and supports people of diverse characteristics and backgrounds.

11.6 The institution manages its administrative operations with honesty and integrity.

11.7 The institution has established and publicizes clear policies ensuring institutional integrity. Included among them are appropriate policies and procedures for the fair resolution of grievances brought by faculty, staff or students.

11.8 In its relationships with the Commission on Institutions of Higher Education, the institution demonstrates honesty and integrity, and it complies with the Commission's Standards, policies, and requests.

11.9 In addition to the considerations stated in this Standard, the institution adheres to those requirements related to institutional integrity embodied in all other Commission Standards.

11.10 The institution periodically assesses the effectiveness of its ethical policies and procedures and demonstrates that mechanisms exist for the effective implementation of its principles.

Indices of Success Category 12: Transfer

One of the aims of the system is to provide an educational experience that will create a seamless transfer from high school to the community-technical college system and ultimately a baccalaureate program. These linkages are critical for the well being of students. Student progress is greatly enhanced if the people who are responsible for preparing them and helping them to make the transitions cooperate in their best interests.

Community-technical colleges have taken the lead in cooperative programs with the high schools (e.g., tech-prep, etc). The system is also working to prepare students for entry into baccalaureate programs and to continuously enhance its relationships with the state's university systems in making this transition as smooth as possible.

Integrity Indices	Source	Measure	Currently available	Planned
1. The institution periodically assesses the effectiveness of its ethical policies and procedures and demonstrates that mechanisms exist for the effective implementation of its principles.	NEASC	y/n	Y	
2. Published ethics policy	IRC	y/n	Y	

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Indices of Success Category 13: Career Preparation

Supporting Connecticut's economic development has been an important part of the mission of the community-technical college system since its beginning. The system is a major tool for providing the state's citizens with the education and skills they need to be immediately productive in the work force. The system needs to continue a close alliance with business and industry, school systems, and municipalities in Connecticut to insure that programs offered prepare citizens to take jobs that are available and allow for skill enhancement as new technologies emerge.

The system's ability to stay current with the job market helps to protect the state from skill shortages and its citizens from finding their skills outdated by changing technologies and market forces. Measures of the success of the system in staying on the cutting edge, however difficult to determine, are important.

Along with training, upgrading, and retraining, the efforts under way in the area of basic skills are equally critical to the future of the state. Basic skills, however, are the beginning rather than the end of a student's training for today's workplace.

Career Preparation Indices	Source	Measure	Currently available	Planned
1. Rate of success on licensure exams	NC	%	Y	
2. Program completion rates of occupational degree programs	NC	%	Y	
3. Number of employers and trainees served by Business Services	NC	#		Y
4. Employer satisfaction with graduates	NC	#		Y
5. Employment status of graduates	IRC	#	Y	
6. Student FTE's in occupational degree and certificate programs	OH	#	Y	
7. Number of students who are pursuing non-degree goals and have been enrolled in the previous 12 months	OH	#		Y
8. Number of students who have completed occupational degree and certificate programs	OH	#	Y	

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Indices of Success Category 14: Community Service

The system's continuing education programs are well established and include courses that are occupational, academic, and recreational or that teach practical skills. As the system moves toward a seamless transition between credit and credit free courses and programming, the essence of community service will remain an integral part of the community-technical college mission.

Community Service Indices	Source	Measure	Currently available	Planned
1. Number of courses offered and students enrolled through community service (Avocational, practical skills, academic and recreational)	NC	#	Y	
2. Enrollment of senior citizens	NC	#	Y	
3. Support of community services (Use of facilitates by outside groups, support of civic and cultural activities.)	NC	#		Y
4. Number of student contact hours in noncredit courses and workshops contracted or arranged	OH	#	Y	
5. Student contact hours in professional certification and recertification in noncredit and continuing education units (CEU's)	OH	#	Y	
6. The number, type and frequency of cultural enrichment programs offered?	OH	#	Y	
7. The number and type of groups represented on the advisory boards? (minorities, business, professional, etc.)	OH	#	Y	

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Indices of Success Category 15: Access

At the core of the system's mission is its open door policy. This special part of the mission is to serve those who did not have the opportunities to learn or who missed out on those opportunities, and to serve people who have special problems to overcome. Thus there is an emphasis on reaching out to the undeserved: handicapped, economically or educationally disadvantaged, older adults, and other groups who are not traditionally included in higher education system.

Access Indices	Source	Measure	Currently available	Planned
1. Percent Enrollment of persons with disabilities	NC	%	Y	
2. Percent Enrollment of economically disadvantaged	NC	#		Y
3. Percent Enrollment of single parents	NC	#		Y
4. Percent Enrollment of nontraditional high school diploma earners	NC	#		Y
5. Number of students taking classes in locations other than "on campus" (e.g. work place classes)	IRC	#	Y	
6. Number of students taking classes through non-traditional means (e.g. distance learning, weekend classes)	IRC	#	Y	
7. Percent of students receiving financial aid and amount of aid compared to cost of attending	OCC	#	Y	
8. Percent of population in service area enrolled	OCC	#	Y	
9. Enrollment by program by gender and ethnicity	OCC	#	Y	
10. Ratio ethnic proportion in CTC to ethnic proportion in high schools of service area	OCC	%	Y	
11. Number of courses in developmental reading/writing and mathematics offered	IRC	#	Y	
12. Number of ESL courses offered	IRC	#	Y	
13. Student FTEs in courses offered after 4 PM on weekdays	OCC	#	Y	
14. Student FTEs in courses offered on weekends	OCC	#	Y	
15. Student FTEs in non-traditional course configurations	OCC	#	Y	
16. Annualized tuition and fees	OCC	$	Y	
17. Average amount of financial aid awarded to recipients	OCC	$	Y	
18. Total enrollment	OCC	#	Y	
19. Graduation Success Rates	OCC	%	Y	
20. Goal Attainment Rates	IRC	%		Y

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